



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 8**

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**Fall 2007**  
**Official Released Items**

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*The Grade 8 Functional Independence English Language Arts Assessment* was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 Grade 8 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence - English Language Arts**

<b>Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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**PART 1**

**ACCESSING PRINT - WORD RECOGNITION**

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.

**R1** Ann is waiting in line to get a library card. She will use it to \_\_\_\_\_ books from the library.

**A** save

**B** borrow

**C** buy

**R2** Students in the school election \_\_\_\_\_ posters in the hall. The posters tell voters about the candidates.

**A** throw

**B** hang

**C** drop

**R3** Kenny needs to wash his shirt. He reads the tag on his shirt to find out how to \_\_\_\_\_ it.

**A** buy

**B** wear

**C** clean

**R4** Cari and her mother just finished grocery shopping. Now they will unload the grocery bags and put the food in the \_\_\_\_\_.

**A** oven

**B** bathroom

**C** refrigerator



**Do Not Continue.**







**Do not continue until instructed to do so.**



## **PART 2**

### **ACCESSING PRINT - TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Released Passage****Stretch for Good Health**

Coach Clark teaches at Johnson Middle School. He put up this poster in the school gym. He hopes all the students in the school will read it.

**To All Students**

Many of you like to play sports and exercise. Those activities can help you stay healthy, but you need to stretch, too.

**Stretching Before You Exercise**

Stretching helps your body get ready for exercise. Stretching before you exercise is called "warming up." If you do it the right way, stretching might keep you from getting hurt.

**Stretching After You Exercise**

You should also stretch when you finish exercising. This is called "cooling down." Have you ever been sore after you exercise? Cooling down can help keep this from happening.

**Steps for Stretching**

The way you stretch your body is important. Do these stretches in the order shown below:

**1.**

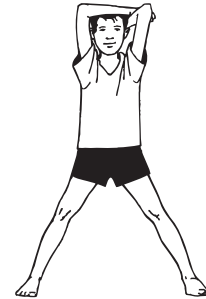
Stretch  
your back.

**2.**

Stretch  
the sides  
of your body.

**3.**

Stretch  
your legs.

**4.**

Stretch  
your arms.

**Be Careful!**

Stop right away if you feel pain. You should never feel pain when you stretch. Remember, a good stretch never hurts!

**R5** The coach **probably** made this poster to

- A** tell people about the importance of stretching.
- B** teach people how to play sports.
- C** warn people about the danger of stretching.

**R6** What heading do you look under to learn about ways to stretch?

- A** **Stretching Before You Exercise**
- B** **Stretching After You Exercise**
- C** **Steps for Stretching**

**R7** In this poster, what does “warming up” mean?

- A** playing different sports
- B** stretching before exercise
- C** being sure not to get sore

**R8** The pictures in this poster show you how to stretch your back, legs, arms, and

**A** sides.

**B** head.

**C** feet.

**R9** What does this poster mean by “cooling down”?

**A** stretching before playing sports

**B** stretching after exercise

**C** being careful when stretching

**R10** According to this poster, what should you do when you feel pain?

**A** stretch your back

**B** try warming up

**C** stop stretching

**R11** Coach Clark would **probably** say you should stretch before you

- A** study for a test.
- B** lift weights.
- C** play checkers.



**Do Not Continue.**







**Do not continue until instructed to do so.**



## **PART 3**

### **EXPRESSING IDEAS**

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**R12 Released Prompt:** Tell how to make your favorite meal or snack. Be sure to include details and examples in your response.

### CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**

## Scoring Rubric – Grades 3-8 and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the ***fall*** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 8 assessment will measure Grade 7 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b><i>Part 1 - WORD RECOGNITION</i></b>	
R1	R.WS.07.FI.EG03	Recognize frequently encountered words	B
R2	R.WS.07.FI.EG03	Recognize frequently encountered words	B
R3	R.WS.07.FI.EG03	Recognize frequently encountered words	C
R4	R.WS.07.FI.EG03	Recognize frequently encountered words	C
		<b><i>Part 2 - TEXT COMPREHENSION</i></b>	
		<b>Informational Passage</b>	
R5	R.IT.07.FI.EG03	Identify author's purpose - informational	A
R6	R.IT.07.FI.EG02	Identify informational text patterns	C
R7	R.WS.07.FI.EG07	Use context clues	B
R8	R.CM.07.FI.EG02	Identify main ideas and details	A
R9	R.WS.07.FI.EG07	Use context clues	B
R10	R.CM.07.FI.EG02	Identify main ideas and details	C
R11	R.CM.07.FI.EG01	Make inferences, predictions, and conclusions	B
		<b>EXPRESSING IDEAS</b>	Score Points Possible
R12	W.GN.07.FI.EG01	Write/draw personal narrative	4





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